

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools 

DATE: February 25, 2025

SUBJECT: COMAR 13A.12.05.05 Administrator Licensure
Permission to Publish

Purpose

The purpose of this item is to request permission to publish amendments to the Code of Maryland Regulation (COMAR) 13A.12.05.05 *Administrator Licensure*.

Background

Under Maryland law, the Professional Standards and Teacher Education Board (PSTEB) shares joint authority with the State Board of Education (SBOE) to develop regulations governing teacher certification and preparation. When the PSTEB initiates a regulatory change, the SBOE must also review the proposed regulation. If a majority of the SBOE members approve of the regulation, the regulation promulgation process continues.

After the PSTEB and SBOE vote to approve a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments, which are presented to both boards. Thereafter, MSDE staff will present a recommendation to both the PSTEB and SBOE to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) withdraw the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption. The PSTEB and SBOE would then vote to formally adopt the regulation.

Executive Summary

MSDE convened a workgroup to review the current requirements for initial licensure in Administrator I/II and make recommendations for amendments as appropriate. The workgroup was composed of representatives from the following entities:

- Maryland Association of Elementary School Principals
- Maryland Association of Secondary School Principals
- Maryland Association of Colleges of Teacher Education
- Maryland State Education Association
- Baltimore Teachers Union
- Maryland Association of School Personnel Administrators
- Maryland Association of Teacher Education
- Public School Superintendents' Association of Maryland
- Hood College
- Harford County Public Schools
- State Board of Education
- Professional Standards and Teacher Education Board
- Accountability and Implementation Board

The workgroup met on eight occasions between May and October 2024 and produced drafted regulatory language for consideration by the PSTEB and SBOE. The recommended amendments are as follows:

1. Eliminate the two-tier structure of the regulation and require an Administrator License for those who serve as supervisors of instruction, assistant principals, and principals;
2. Eliminate the assessment requirement for those candidates who are prepared through a Maryland-approved administrator licensure program or who demonstrate five years of effective performance as a principal in another state; and
3. Modify the transcript analysis route to licensure to include culturally responsive leadership, supporting instructional improvement, and define the minimum number of practicum hours.

Action

The MSDE is requesting permission to publish amendments to 13A.12.05.05 *Administrator Licensure*.

Attachment

COMAR 13A.12.05.05 *Administrator Licensure*

.05 Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

- (1) This regulation applies to obtaining licensure as an Administrator
- (2) If a principal transfers to become a principal in a special education school, the principal shall hold a Supervisor of Special Education license as set forth in Regulation .10 of this chapter.

B. Administrator Requirements

- (1) This license qualifies an individual to be assigned as a supervisor of instruction, assistant principal, or principal.
- (2) The applicant shall have:
 - (a) A master's degree, or higher, from an accredited institution of higher education;
 - (b) 27 months of effective teaching performance or effective performance as a specialist as defined in COMAR 13A.12.04;
 - (c) 3 semester hours or State-approved CPD credits in special education coursework; and
- (3) The applicant shall meet one of the following pathways:
 - (a) A Department-approved program which leads to licensure as a supervisor of instruction, assistant principal, or principal;
 - (b) An approved out-of-State program that leads to licensure as a supervisor of instruction, assistant principal, or principal and includes a supervised clinical practicum;
 - (c) 18 semester hours of graduate coursework taken at an institution of higher education, to include coursework in the following categories:
 - (i) Curriculum, instruction, and assessment;
 - (ii) Supervision, evaluation, and supporting instructional improvement;
 - (iii) Legal issues and ethical decision-making;
 - (iv) Program/school administration;
 - (v) Culturally responsive leadership and/or equity in leadership; and
 - (vi) Supervised clinical practicum that is a minimum of 240 clock hours; or
 - (d) Holds a valid professional state license in administration from another state or country and has verification of five years of effective performance as an administrator in a PK-12 school setting.

(4) Applicants who qualify based on §3(b) or (c) of this regulation must present a qualifying score as established by the State Superintendent of Schools on a school leader licensure assessment approved by the State Board of Education.